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STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



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SUPERINTENDENT OF
PUBLIC INSTRUCTION

TO: State Board of Education

FROM: Thomas D. Watkins, Jr.

DATE: October 10, 2002

SUBJECT: Report on Rubrics for School Performance Indicators in *Education YES!* –
A Yardstick for Excellent Schools

We are rapidly moving toward completion of the work on *Education Yes!* a 21st Century accreditation system. *Education YES!* has been built by engaging educators, parents, business, and other stakeholders from across Michigan in this important endeavor. As we have stated from the beginning, it is vital to the success of this accreditation system that it:

- be fair;
- helps lift up our schools, teachers, and especially our children;
- not be based on a single test on a single day; and
- holds everyone accountable for the children of Michigan reaching the high, rigorous academic standards set by the State Board of Education.

As approved at the State Board of Education meeting on March 14, 2002, the *Education Yes!* plan will be based 67% on MEAP scores and 33% on other performance indicators.

The other School Performance Indicators approved by the Board based on research and input from business, teachers, parents, school administrators, and local school board members are as follows:

- Performance Management Systems
- Continuous Improvement
- Curriculum Alignment
- Teacher Quality and Professional Development
- Extended Learning Opportunities
- Arts Education and Humanities for All Students
- Advanced Coursework
- Family Involvement
- Student Attendance and Dropout Rate
- Four-Year Education and Employment Plan
- School Facilities

In order to put “meat on the bones” of these measures of school performance, Department staff has once again engaged educational stakeholders in the process to ensure that we have multiple measures in the State Accreditation System as called for by law.

The Michigan Association of Intermediate School Administrators (ISD Superintendents) has partnered with the Department in the development of specifications for the indicators and in the development of data collection questions. Kent Intermediate School District is serving as the lead partner. Superintendents, principals, teachers, and others from across the state were invited to serve on development teams for each indicator. The Education Policy Center at Michigan State University developed summaries of current research and best practice for each indicator, which were used as starting points for each development team. The research summaries are available upon request. The project involved eleven one-day development sessions, one session for each indicator. A project “finishing team” worked to refine the work of the development groups to address consistency and clarity of organization. The current draft of the rubrics for each of the school performance indicators is provided as Attachment A.

The State Board’s strategic goal to “attain substantial and meaningful improvement in academic achievement for all students, with primary emphasis on chronically underperforming schools” and the work of the five Board Task Forces were incorporated into the thinking of this group through the process.

Engaging local educators and parents in the process of developing *Education Yes!*, while time consuming, has greatly helped strengthen the product and has clearly developed additional “buy in” from local educators, parents, and their schools.

The State Board of Education is to be commended for understanding that “all wisdom and knowledge does not emanate from Lansing,” and the importance in a democratic society of involving citizens in the process. There is an old business saying, “You cannot inspect quality into the product—it must be built in along the way.”

The rubrics are now being field tested to get feedback on clarity and reliability. The pilot will include a multi-dimensional analysis of the indicators and the relationship of the indicators to other measures, including student achievement.

New data will need to be collected for most of the indicators because schools have not previously reported in areas such as family involvement. A data collection system, based on the rubrics, is being developed and will be used for on-line data collection and reporting.

It is recommended that the State Board of Education receive the Rubrics for School Performance Indicators in Education YES! - A Yardstick for Excellent Schools, as described in the Superintendent’s memorandum of October 10, 2002.

INDICATOR	PERFORMANCE MANAGEMENT SYSTEMS			
STATEMENT	Schools will be recognized for systems that let them know whether each student has attained critical skills. Schools will be encouraged to use these systems to follow the progress of particular groups such as economically disadvantaged students.			
DESCRIPTION	The school/district consistently collects, analyzes, and uses data in order to improve student achievement. Data is readily accessible.			
COMPONENTS	FULLY MEETS CRITERIA	PARTIALLY MEETS CRITERIA	MINIMALLY MEETS CRITERIA	DOES NOT YET MEET CRITERIA
DATA COLLECTION	<p>The school/district collects Michigan Educational Assessment Program (MEAP) data. The school/district collects additional outcome, process and demographic kinds of data. The school/district collects each kind of data from at least 3 different sources. Sources of data may include instruments at national, state, local and classroom levels.</p> <p><i>Examples (Outcome Data); Norm-referenced and Criterion-referenced Tests, Classroom Assessments, District Assessments, Performance Portfolios, career/employability skills, State Identified (Graduation/Dropout Rates, Attendance, and Discipline)</i></p> <p><i>Examples (Process Data); time on task, student surveys, alignment documents or other equivalent evidence</i></p> <p><i>Examples (Demographic Data); Gender, Mobility, At Risk, Students with disabilities (special education), Economically disadvantaged, English language learners, Racial/ethnic</i></p>	In addition to MEAP data, the school/district collects outcome, process, and demographic data from at least 1 additional source.	The school/ district collects MEAP data.	No Evidence
DATA ANALYSIS	<p>The school/district disaggregates and analyzes data as evidenced by:</p> <p>A. Visual representations of data that organizes, analyzes and communicates.</p> <p>B. Comparisons of the schools' data to local, state and national data.</p> <p>C. Cross-sectional (i.e. 4th grade in 2001 to 4th grade in 2002) and longitudinal (same students over time) comparisons.</p>	The school/ district meets at least 2 of A through C.	The school/ district meets at least 1 of A through C.	No Evidence
DATA USE AND ACCESSIBILITY	<p>The school/district uses collected and analyzed data to improve student learning as evidenced by:</p> <p>A. Availability of data in appropriate form to communicate student progress to student, staff, parents and community.</p> <p>B. Data driven school improvement plans.</p> <p>C. Professional development based on student achievement data.</p> <p>D. Adjustments/refinements to curriculum.</p> <p>E. Adjustments in classroom instructional practice based on data.</p>	The school/ district meets at least 3 of A through E.	The school/ district meets at least 1 of A through E.	No Evidence

INDICATOR	CONTINUOUS IMPROVEMENT			
STATEMENT	This indicator will recognize programs that have a focus on continuous improvement, including monitoring of improvement activities, support provided through professional development, visitation by peer reviewers and/or other continuous improvement processes.			
DESCRIPTION	The school actively engages in a continuous improvement process that is one of shared leadership that is driven by data, focused on teaching and learning and communicated to all stakeholders.			
COMPONENTS	FULLY MEETS CRITERIA	PARTIALLY MEETS CRITERIA	MINIMALLY MEETS CRITERIA	DOES NOT YET MEET CRITERIA
LEARNING COMMUNITY	<p>The school's culture is one of learning and continuous improvement as evidenced by:</p> <ul style="list-style-type: none"> A. The involvement of stakeholders in problem solving/decision-making (i.e. improvement projects, interview processes, learning teams and developing procedures) (required by Public Act 25 {PA25} and Elementary and Secondary Education Act {ESEA}). B. Yearly goals for school improvement as reported in the School's Annual Report (required by PA 25). C. The allocation of resources in support of school improvement goals (i.e. curriculum, professional development, release time, teacher mentoring, leadership training) (required for designated Title I Schools in school improvement or corrective action status). D. And one or more examples like the following: <ul style="list-style-type: none"> • Plans demonstrate shared leadership of programs, processes and projects – i.e. action/improvement/strategic plans • Professional activities that engage all staff in continuous learning of research based best practices • School leadership accommodates stakeholders' schedules to gain involvement (i.e. meeting calendars, minutes) 	The school meets A, B and C.	The school meets A and/or B.	No Evidence
DEFINED PROCESS FOR CONTINUOUS IMPROVEMENT	<p>The school has a continuous improvement process that focuses on student academic achievement as evidenced by:</p> <ul style="list-style-type: none"> A. Shared vision, mission, values and beliefs B. Measurable academic goals C. Data collection and analysis D. Action plan (including professional development) E. Monitoring and evaluation <p><i>Examples: Summary of data collected (surveys, portfolios, test scores, report cards, etc.); School Improvement Plan; Annual Report; minutes from meetings</i></p>	The school meets at least 3 of A through E.	The school meets at least 1 of A through E.	No Evidence
GUIDANCE AND FEEDBACK FOR THE IMPROVEMENT PROCESS	<p>The school seeks feedback and guidance for the improvement process as evidenced by:</p> <ul style="list-style-type: none"> A. Collecting and analyzing quantitative and qualitative data surrounding student achievement. B. Setting and/or modifying improvement goals based on data collection. C. Seeking feedback annually from stakeholder groups about the effectiveness of the school improvement process. D. Conducting an external (outside of building) peer review at least once every three years. <p><i>Examples: Summaries of data collections; committee membership lists, documentation of external and internal peer reviews; changes to the process; Intra-district review, inter-district review, NCA, Baldrige, ISO Compliance Audit, Title I on-site Review process</i></p>	The school meets at least 2 of A through D.	The school meets at least 1 of A through E.	No Evidence

INDICATOR	CURRICULUM ALIGNMENT			
STATEMENT	Schools will measure their work toward curriculum alignment in the school and across the district. Attention will be paid to the local curriculum standards for learning, problem solving, and decision-making to give students the tools necessary to succeed in the information age.			
DESCRIPTION	The school/district curriculum is aligned with the Michigan Curriculum Framework (MCF). This alignment includes the Content Standards, Teaching and Learning Standards and Assessment Standards.			
COMPONENTS	FULLY MEETS CRITERIA	PARTIALLY MEETS CRITERIA	MINIMALLY MEETS CRITERIA	DOES NOT YET MEET CRITERIA
WRITTEN CURRICULUM	<p>The school/district has current written curriculum as evidenced by:</p> <ul style="list-style-type: none"> A. Alignment to the MCF in the four core academic content areas: Math, Language Arts, Science and Social Studies. B. Standards and benchmarks for all core courses by grade level, cross-referenced to the MCF. C. Progress made toward alignment of the other 7 content areas in the MCF. 	The school/ district meets A and B in all four core areas.	The school/ district meets A and B in 1 to 3 core areas.	No Evidence
ASSESSED CURRICULUM	<p>The school/district has an assessment system as evidenced by:</p> <ul style="list-style-type: none"> A. An aligned plan or calendar for standardized assessments. B. Classroom level assessments that are linked to the aligned, written curriculum and the assessment standards. C. Assessment instruments for the four aligned core academic content areas listed above. <p><i>Examples: Assessment schedules; grade level/course assessments</i></p>	The school/ district meets A, and either B or C.	This school/ district meets A.	No Evidence
TAUGHT CURRICULUM	<p>Instruction in the school is aligned to the written and assessed curriculum as evidenced by:</p> <ul style="list-style-type: none"> A. Processes to support staff collaboration focusing on student learning. B. Lesson/unit planning that reflects the written aligned curriculum and the teaching and learning standards in all four core academic areas. C. Processes to monitor teachers' adherence to the aligned, written curriculum. <p><i>Examples: Records of ongoing staff collaboration and reflection on the linkage of taught curriculum to the written curriculum; professional goals; grade level/ department meeting agendas; lesson/unit plans or curriculum maps linked to written curriculum and assessments; teacher evaluations/observation checklists documenting adherence to curriculum</i></p>	The school meets 2 of A through C.	The school meets 1 of A through C.	No Evidence

INDICATOR	TEACHER QUALITY AND PROFESSIONAL DEVELOPMENT			
STATEMENT	The teacher quality indicator will measure both the preparation of teachers for their assignment and professional development that schools undertake to implement the school's improvement plan. This indicator will align with the provisions of the federal "No Child Left Behind Act." Special attention will be paid to teacher preparedness to use the tools of the information age to enhance teaching and learning.			
DESCRIPTION	Teacher Quality and Professional Development encompass the programs and processes implemented to assist teachers throughout their careers in supporting student achievement.			
COMPONENTS	FULLY MEETS CRITERIA	PARTIALLY MEETS CRITERIA	MINIMALLY MEETS CRITERIA	DOES NOT YET MEET CRITERIA
INSTRUCTIONAL STAFF QUALIFICATION	<p>The instructional staff is qualified for the areas in which they teach as evidenced by:</p> <ul style="list-style-type: none"> A. Teacher certification documents. B. Requirements that qualify non-certified instructional staff per state and federal regulations as applicable. <p><i>Examples: Certificates, degrees, competency test results, endorsements</i></p>	At least 80% of staff are instructing in areas of certification/qualification, and there is a plan to assure that 100% staff are certified/qualified.	At least 40% of staff are instructing in areas of certification/qualification, and there a plan to assure that 100% staff are certified/qualified.	Less than 40% of staff are teaching in areas of certification/qualification.
TEACHER DEVELOPMENT	<p>The school/district has a comprehensive plan for quality professional development as evidenced by:</p> <ul style="list-style-type: none"> A. Data-driven and content-centered plan that supports the school improvement plan. B. Research-based instructional practices. C. Integration of technology in instructional practices. D. Alignment with state and/or national professional development standards. 	The school/ district plan includes at least 2 of A through D.	The school/ district plan includes at least 1 of A through D.	No evidence
SUPPORT AND SUSTAINABILITY	<p>The school/district supports and sustains professional development as evidenced by:</p> <ul style="list-style-type: none"> A. Teacher induction and mentoring programs. B. A written, long-range plan that addresses the continuing needs of staff development. C. Evaluation of professional development that includes data related to knowledge gained by participants, the level of implementation, and impact on student learning. D. Documentation of the allocation of resources, including time, in support of professional development. <p><i>Examples: teacher mentoring, training logs, teacher training syllabi, surveys, teacher observations</i></p>	The school/ district meets at least 2 of A through D.	The school/ district meets at least 1 of A through D.	No evidence

INDICATOR	EXTENDED LEARNING OPPORTUNITIES			
STATEMENT	Schools will receive credit if early childhood programs are available for at-risk students in the district. Coordination between early childhood and kindergarten programs will be encouraged. At the upper elementary and middle school levels, extended learning opportunities can be provided before and after school. Other extended learning opportunities could be made available on weekends and/or through summer school and through virtual learning.			
DESCRIPTION	The indicator focuses on learning opportunities provided outside the traditional school day/week/year and addresses the needs of students including infants, toddlers, preschool and K-12.			
COMPONENTS	FULLY MEETS CRITERIA	PARTIALLY MEETS CRITERIA	MINIMALLY MEETS CRITERIA	DOES NOT YET MEET
LEARNING OPPORTUNITIES	<p>The district provides and the school supports extended learning opportunities for students including early childhood programs, academic, enrichment, cultural and recreational activities as evidenced by at least 4 of the following:</p> <ul style="list-style-type: none"> A. Early Childhood programs are available for at-risk students in the district. B. Coordination and communication of expectations for early childhood readiness with local pre-school and childcare programs. C. Opportunities for students are available before-school, after-school, on weekends, or during summer. D. Programs support the school's/district's aligned curriculum as appropriate. E. Ongoing communication between school and extended learning opportunity staff concerning student progress. F. Coordination and communication with other community-based organizations that serve children and youth. 	The school/ district meets at least 3 of A through F.	The school /district meets at least 1 of A through F.	No Evidence
PROGRAM PLANNING	<p>The district has a plan for Extended Learning Opportunities, supported by the school, as evidenced by at least 6 of the following:</p> <ul style="list-style-type: none"> A. Leadership B. Needs assessments C. Referral processes D. Goals and objectives E. Implementation processes F. Financial, facility, and human resources G. Staffing and supervision H. Verification of staff qualifications/certifications I. Opportunities for professional development J. Program evaluations 	The school/ district meets at least 4 of A through J.	The school/ district meets at least at least 1 of A through J.	No Evidence

INDICATOR	ARTS EDUCATION AND HUMANITIES FOR ALL STUDENTS			
STATEMENT	Schools will be given credit for providing all children with a foundation in the arts; for offering ongoing education in music, drama, dance, and the visual arts; and for affording opportunities for high levels of achievement in the arts. This indicator will also encourage programs that enrich cultural life by promoting knowledge of human history, thought and culture, including social studies, the principles of America's political system of self-government and constitutional liberty, and the classics.			
DESCRIPTION	Schools/districts will provide all children with a foundation in the arts, opportunities for achievement in arts-related endeavors, and knowledge and appreciation for the contributions of diverse people and cultures.			
COMPONENTS	FULLY MEETS CRITERIA	PARTIALLY MEETS CRITERIA	MINIMALLY MEET CRITERIA	DOES NOT YET MEET CRITERIA
ARTS CURRICULUM	<p>The school/district has current written, taught and assessed Arts curriculum as evidenced by:</p> <ul style="list-style-type: none"> A. A process to align the Arts curriculum to the Michigan Curriculum Framework (MCF). B. A sequential K-12 curriculum in at least 2 of the four Art strands of music, visual arts, theatre and dance. C. The Humanities, including the traditional, historical and contemporary contributions of diverse groups and cultures, are embedded in the Arts and core curriculum. 	The school/ district meets A and B.	The school/ district meets A.	No evidence
ARTS PROGRAM	<p>The school/district has a planned program that develops student achievement in the Arts as evidenced by at least 8 of the following:</p> <ul style="list-style-type: none"> A. Identification of student needs and interests B. Goals C. Implementation processes D. Curricular integration E. Program coordination F. Verification of staff qualifications G. Professional development H. Partnerships with the local arts community I. Research-based instructional strategies J. Authentic assessment methods K. Sufficient instructional time L. Advanced courses, extended learning opportunities and test-out/credit for experience M. Resource allocation – human, financial and facility N. Program evaluation 	The school/ district meets at least 6 of A through N.	The school/ district meets at least 3 of A through N.	No evidence

INDICATOR	ADVANCED COURSEWORK			
STATEMENT	Advanced Coursework provides learning opportunities beyond the knowledge and skills mandated by the core curriculum frameworks. Schools will provide students with enrichment, accelerated learning, and differentiated instruction.			
DESCRIPTION	The school identifies student-learning needs beyond the mandated core curriculum and provides opportunities that extend, accelerate, and enrich the curriculum.			
COMPONENTS	FULLY MEETS CRITERIA	PARTIALLY MEETS CRITERIA	MINIMALLY MEETS CRITERIA	DOES NOT YET MEET CRITERIA
IDENTIFICATION, ACCESS AND GUIDANCE PROCESS	<p>The school/district identifies students with advanced learning needs and matches them to appropriate opportunities for extended or advanced learning, as evidenced by:</p> <p>A. A variety of techniques to identify <u>all</u> students with advanced learning needs and talents. <i>Examples: performances, Talent Development identification process; interest surveys; Educational Development Plans; achievement data; student participation data; annual, individualized learning plans for students with advanced learning needs that match student needs with opportunities; comprehensive guidance programs</i></p> <p>B. A process to ensure that all students have equal access to advanced learning and talent development opportunities.</p> <p>C. Support and guidance for students with advanced learning needs and talents.</p>	The school/ district meets A, and either B or C.	The school/ district meets A.	No evidence
ADAPTATIONS AND EXTENSIONS	<p>The school/district provides learning opportunities which respond to the diversity of learners as evidenced by at least 3 of the following:</p> <p>A. A variety of curricular, instructional and assessment approaches. B. Modification in the depth, breadth, and pace of the instruction for individual learners. C. Provision of classes/activities/courses that extend or accelerate learning. D. Partnerships with other schools, educational institutions and organizations.</p> <p><i>Examples: Enrichment programs at all levels; lesson plans that specify extensions/enrichment; vertical team, cluster grouping; exploratory classes at middle level; Advanced Placement (AP) courses, honors courses; independent study, mentoring, internships at middle and high school levels; senior projects, exhibitions, extended projects at all levels; dual enrollment, testing out, distance learning, career and technical centers</i></p>	The school/ district meets 2 of A through D.	The school/ district meets 1 of A through D.	No evidence

INDICATOR	FAMILY INVOLVEMENT			
STATEMENT	This indicator will recognize a variety of forms of regular communication with parents, using both traditional and more modern channels, including voice mail, e-mail, and web-based parent reporting. Schools will be asked to demonstrate ways that they reach out to involve every family in a significant and meaningful way.			
DESCRIPTION	The school actively reaches out to involve every family in their child's education, using a variety of forms of communication, to provide a framework for strengthening school/community relationships and family practices that promote student achievement.			
COMPONENTS	FULLY MEETS CRITERIA	PARTIALLY MEETS CRITERIA	MINIMALLY MEETS CRITERIA	DOES NOT YET MEET CRITERIA
COMMUNICATION	<p>School-wide/district-wide, a variety strategies are used to regularly communicate between school families and community as evidenced by 4 or more examples for both:</p> <p>A. Regular and timely one-way information using diverse languages and modes of communication about school opportunities and their student's progress. <i>Examples: District/school newsletters, calendar of events, parent notices regarding extended learning opportunities, printed materials, website, voice mail notifications, homework on-line updates</i></p> <p>B. Ample opportunities for two-way communications to dialogue with all sectors of families/community. <i>Examples: Parent/teacher conferences, student-led conferences, phone logs, email exchanges, interactive school web site, family or curriculum night, parent and/or student surveys, Title I Compacts</i></p>	The school has at least 2 examples for each of A and B.	The school has at least 1 example for each of A and B.	No evidence
SCHOOL AND COMMUNITY RELATIONSHIPS	<p>The school/district collaborates with families and community to build positive relationships that support student learning for all as evidenced by at least 4 of the following:</p> <p>A. PTA/PTO programs for extended learning opportunities that promote family/student learning B. Coordination of student/family, school personnel and community support services C. Family participation in evaluation of community/school programs for the purpose of feedback D. Partnerships between school and community resources (e.g. corporate and non-profit partnerships) E. Staff, parents and community have a compact/contract to support academic progress F. Parent participation on School Improvement Teams G. Or other equivalent initiatives (other initiatives may be used only once)</p>	The school meets at least 3 of A through G.	The school meets at least 1 of A through G.	No evidence
FAMILY SUPPORT	<p>The school/district provides family programs that support student achievement as evidenced by 1 example for each of the following:</p> <p>A. Educational opportunities <i>Examples:</i> <ul style="list-style-type: none"> Sessions related to ways parents can support student learning at home Staff development on family involvement Parenting classes that support student and family learning Conflict resolution training for students and adults </p> <p>B. Extra-curricular opportunities <i>Examples:</i> <ul style="list-style-type: none"> Parent booster or support groups Family attendance at school functions and event </p> <p>C. Volunteer opportunities <i>Examples:</i> <ul style="list-style-type: none"> Parent volunteer experiences for becoming actively engaged with students </p>	The school has at least one example for each of A and B.	The school has at least one example for one of A through C.	No evidence

INDICATOR	STUDENT ATTENDANCE AND DROPOUT RATE			
STATEMENT	Student attendance will be a measurable indicator at the elementary and middle school levels. At the high school level, the dropout rate will be used for this purpose.			
DESCRIPTION	The school/district has policies, procedures and programs to improve student attendance and reduce dropout rates.			
COMPONENTS	FULLY MEETS CRITERIA	PARTIALLY MEETS CRITERIA	MINIMALLY MEETS CRITERIA	DOES NOT YET MEET CRITERIA
ATTENDANCE AND DROPOUT RATES	The school/district meets the state standard for attendance (elementary and middle school) or the dropout rate is calculated and reported (high school).	N/A	N/A	N/A
POLICIES AND PROCEDURES	The school/district has a system for improvement of discipline and attendance (plus graduation and dropout rates in high school) as evidenced by: A. Written policies. B. Written procedures. C. A process to identify student needs that impact attendance. D. Written improvement plans based on data and consideration of factors that impact attendance (mobility, at risk, failure in school, etc.) and are periodically reviewed, evaluated, and revised for increased effectiveness. E. Communications between students, staff, and parents.	The school/district meets A and B and at least 1 of C, through F.	The school/district meets criteria A and B.	No evidence
SCHOOL CLIMATE	The school has a supportive, student-centered climate that promotes student attendance and a safe, orderly environment as evidenced by A, B and at least 6 examples of C: A. A student code of conduct. B. Compliance with the district Safe and Drug Free Schools and Communities Plan (Title IV). C. Other school climate initiatives. <i>Examples:</i> <ul style="list-style-type: none">A written and implemented positive behavior management systemSurvey data from students, parents and staffRegular display of student workSystem to identify student needs that impact attendanceTransition programsAssistance programs for students with problems (e.g. physical and/or mental health, social/family issues) that negatively impact attendance and behaviorCoordination of school, family and community services (i.e. counselors, homebound teachers, probation officers, social workers, doctors)Crisis intervention programs <i>Staff meeting agendas or professional development activities focused on creating an inviting, engaging and accepting school climate</i>	The school meets A and B and has at least 4 examples of C.	The school meets A and B and has at least 2 examples of C.	No evidence
STUDENT CONNECTEDNESS	The school promotes healthy physical, emotional, and social relationships to improve student attendance and dropout rates as evidenced by at least 6 different examples of the following types of programs: <i>Examples:</i> <ul style="list-style-type: none">Tutoring programsMentoring/buddy programsExtracurricular activities"Teaming" (students stay with same team for one year)Engaging/authentic instructional activities, including cooperative learningLife skills programs (i.e. anti-bullying, harassment, problem-solving, negotiation, conflict-resolution, team work)Career/employability programs (Career Pathways, service learning)Comprehensive Guidance and CounselingA comprehensive school health program	The school has at least 4 examples.	The school has at least 2 examples.	No evidence

INDICATOR	FOUR-YEAR EDUCATION AND EMPLOYMENT PLAN			
STATEMENT	Schools will develop and use individual four-year education and employment plans for each student, whether they plan to attend college, other postsecondary education, the armed services, or enter the work force directly after high school. The purpose of the plan is to provide every student with an ongoing, and periodically updated, record of career planning to guide his or her choices.			
DESCRIPTION	Schools/districts will develop and use a process to assist students in career awareness, exploration and planning, which results in the writing and the implementation of an Educational Development Plan (EDP).			
COMPONENTS	FULLY MEETS CRITERIA	PARTIALLY MEETS CRITERIA	MINIMALLY MEETS CRITERIA	DOES NOT YET MEET CRITERIA
CAREER AWARENESS AND EXPLORATION (GRADES K-12)	<p>The school regularly engages students in comprehensive career development as evidenced by at least 3 examples from each of the following areas (as applicable by school level):</p> <p>A. Career awareness/exploration opportunities and Career Pathways are embedded in the curriculum (K-12) <i>Examples: speakers, career focused field trips, career/job fairs, job shadowing, work-based learning, career games, curriculum guides and course syllabi</i></p> <p>B. Formal and informal self-assessments (K-12) <i>Examples: inventories, surveys, interest, skill, aptitude, personality, awareness, portfolios, projects, MOIS, "My Dream Explorer", "Teen Talent Freeway", "Work Keys", "EXPLORE", "PLAN"</i></p> <p>C. Transition activities from high school to a work/school environment (9-12) <i>Examples: career credentialing, exit surveys and interviews, follow-up surveys</i></p>	The school has at least 2 examples for each of the areas (as applicable).	The school has at least 1 example for each of the areas (as applicable).	No evidence
PREPARATION FOR EDUCATION DEVELOPMENT PLAN (GRADES 6-8 ONLY)	<p>The school has a clear process in place that engages students in developing initial Educational Development Plan's (EDP) before leaving the 8th grade as evidenced by:</p> <p>A. Students are systematically informed of the purpose and process of developing an EDP prior to exiting 8th grade.</p> <p>B. Instructional experiences and research activities are designed and implemented to help students focus on writing the initial EDP.</p> <p>C. The Comprehensive Guidance and Counseling program supports the EDP process.</p> <p>D. Students exit eighth grade with a parent endorsed initial EDP plan.</p>	The school meets D and 2 of A through C.	The school meets D and 1 of A through C.	No evidence
IMPLEMENTATION OF THE EDUCATION DEVELOPMENT PLAN (GRADES 9-12 ONLY)	<p>The school has a defined process to implement and support an EDP for all students as evidenced by A and at least 3 of B through E:</p> <p>A. Educational Development Plans are reviewed, updated and parent endorsed periodically</p> <p>B. Educational Development Plans encompass not only career goals, but also academic achievement, awards, honors, interests, work experience, demographic data, and other items of personal importance to the student</p> <p>C. Student course selections are aligned to a current EDP</p> <p>D. Curriculum and instruction reflect "real world" career connections for students.</p> <p>E. Post graduate follow-up survey data is used to refine the EDP process</p>	The school meets A and at least 2 of B through E.	The school meets A and at least 1 of B through E.	No evidence

INDICATOR	SCHOOL FACILITIES			
STATEMENT	School facilities will be inventoried through the School Infrastructure Database maintained by the Center for Educational Performance and Information. This indicator will identify areas where school facilities pose barriers to teaching, learning and embracing the information age.			
DESCRIPTION	School facilities are designed, maintained, inventoried and utilized to ensure the health and safety of all persons, enhance teaching and learning, and embrace access to, and use of, information and instructional technology.			
COMPONENTS	FULLY MEETS CRITERIA	PARTIALLY MEETS CRITERIA	MINIMALLY MEETS CRITERIA	DOES NOT YET MEET CRITERIA
INVENTORY	The school/district has entered all required data in the School Infrastructure Database (SID).	The school has entered at least 80% of the required data in the SID.	The school has entered at least 40% of the required data in the SID.	The school has entered less than 40% of the required data in the SID.
PLANT OPERATIONS AND SAFETY	<p>The school/district has plans that ensure the safety of all students and staff and that all plant systems (mechanical, electrical, heating, ventilation and water) meet all safety regulations and maintenance standards as defined by MIOSHA, OSHA, ADA, OCR and state and federal health departments as evidenced by:</p> <p>A. Written plans that are periodically reviewed by maintenance personnel. B. A maintenance management system. C. Procedures to ensure the safety of all persons while on school property. D. Emergency response procedures that are taught, practiced and reviewed at least annually. E. Training on environmental, health and hazardous materials regulations and procedures. F. Safe parking lot and vehicle/bus drop off points. G. Required safety signage is displayed.</p>	The school/ district has written plans and procedures for all criteria but evidence of training, practice, and/or review and revision is lacking.	The school/ district attends to all criteria but does not have written/ reviewed plans and procedures.	No evidence
SUPPORT FOR TEACHING AND LEARNING	<p>School/district facilities are adequate and flexible in order to support teaching, learning and support services for students, staff and community as evidenced by A and at least 4 of B through F:</p> <p>A. Barrier-free access to all school property B. Ability to meet scheduling and learning needs (i.e. multi-age, teaming, block, etc.) C. Rooms/laboratories are designed and dedicated for specialized programs (i.e. fine and performing arts, science, resource rooms, media center, physical education, or other programs) D. Rooms are available for community and parent programs E. Facilities for food services F. Playgrounds (elementary) and/or athletic fields (secondary)</p>	The school/ district meets A and at least 3 of B through F.	The school/ district meets A.	No evidence
INFORMATION AND INSTRUCTIONAL TECHNOLOGY	<p>The school/district provides access to information and instructional technology as evidenced by:</p> <p>A. Written school/district technology plan. B. Availability of technology support. C. Internet access in all classrooms, media center, and administrative offices. D. Availability of other instructional technologies (e.g., computers, graphing calculators, video, etc.).</p>	The school/ district meets A and at least one of B through D.	The school/ district is developing A.	No evidence